



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15815 N. 29th Street, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04	Not Evaluated
2002-03	Not Evaluated
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Manny Ramirez
 Schedule : 8:00 AM to 4:30 PM
 Grades : 4-6
 2004 Enrollment : 500
 Web Address :
 Phone Number : (602) 494-8000
 Fax Number : (602) 494-8006
 E-mail : mramirez@pvusd.k12.az.us

Mission

The vision of our learning community is to prepare all students to meet the challenges of high school graduation and beyond, providing curriculum and instruction based on the Arizona Standards and the individual learning needs of each student. We believe that all children can succeed and can become a productive citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04	Met
2002-03	Not Evaluated
2001-02	N/A

School Improvement Status (b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement Literacy First Reading Program and ensure reading and writing proficiency for all students.
- ü Ensure mathematics proficiency for all students.

Enrollment

October 1, 2003 School Year Student Enrollment : 474
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 0

Instructional Programs

- Ü Literacy First
- Ü Guided Reading
- Ü Math Problem Solvers

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Parent Compact; provide a English/Spanish handbook detailing school and district policies; provide a parent Resource Pool; annual Title I meeting and services including the RAP Program (Reaching All Parents); and English and Spanish newsletters.

Parents

Provide space/time for homework and monitor its completion; support school attendance policy; encourage child to be responsible for learning and behavior; attend school functions; encourage respect for school staff, classmates and school property.

Transportation Policy

District transportation policy. Students in grades one through six are transported to school if residence is one mile or more from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	2756	76019	100	100	100	454	513	499	40	9	14	42	32	39	11	16	14	8	43	33
All Students (Prior Year)	--	2748	76230	--	100	100	--	513	498	--	7	12	--	32	38	--	13	12	--	49	37
Female	94	1336	37207	98	99	100	459	511	499	32	9	12	51	34	41	6	16	14	12	41	33
Male	82	1408	38677	100	99	100	446	515	498	49	9	15	32	31	38	15	15	13	3	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	146	539	29458	100	98	100	449	476	480	44	26	20	41	42	48	10	12	12	6	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	493	466	NC	22	28	NC	28	49	NC	9	10	NC	41	13
White	13	1990	35880	76	99	100	486	521	515	0	5	7	58	30	32	17	16	16	25	49	45
Students with Disabilities	13	371	9786	100	100	100	430	469	457	60	29	39	40	45	40	0	11	7	0	14	13
Students without Disabilities	165	2385	66233	99	99	99	456	517	503	38	7	11	42	31	39	12	16	14	8	46	35
Limited English Proficient Students	121	271	15206	100	89	100	437	448	459	51	43	31	40	42	53	7	8	7	1	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	155	805	35714				451	481	480	42	22	20	42	42	47	9	14	12	8	22	20
Non-Economically Disadvantaged	23	1951	40266				474	524	513	21	5	9	43	29	33	29	16	15	7	50	43

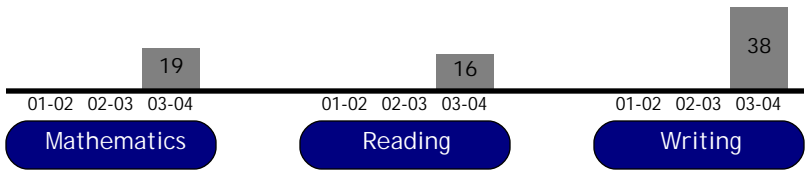
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	176	2754	76020	99	100	100	482	510	503	64	17	25	20	18	23	15	47	40	1	18	12
All Students (Prior Year)	--	2755	76202	--	100	100	--	513	505	--	11	19	--	20	24	--	51	46	--	18	11
Female	92	1335	37213	96	99	100	484	511	504	55	15	22	25	19	23	18	47	42	1	19	13
Male	82	1407	38666	100	99	100	480	509	501	75	19	29	14	16	22	12	48	38	0	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	144	537	29442	99	98	99	480	494	494	68	40	37	21	23	26	10	31	31	1	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	95	100	NC	496	489	NC	30	48	NC	21	25	NC	45	24	NC	3	3
White	13	1990	35890	76	99	100	501	514	511	25	11	15	17	16	20	58	52	48	0	21	18
Students with Disabilities	12	372	9784	100	100	100	475	490	485	89	46	58	11	24	19	0	25	19	0	5	4
Students without Disabilities	164	2382	66236	98	98	99	483	512	504	62	14	23	21	17	23	16	49	42	1	19	13
Limited English Proficient Students	121	271	15198	100	89	100	475	480	483	83	67	59	14	22	25	3	9	14	0	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	153	802	35703				481	494	494	66	37	37	19	25	26	14	33	31	1	6	6
Non-Economically Disadvantaged	23	1952	40274				489	515	509	43	10	17	36	15	20	21	52	47	0	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	175	2748	75673	98	99	100	472	558	530	25	7	12	36	18	25	36	68	58	2	7	4
All Students (Prior Year)	--	2708	74692	--	99	99	--	519	502	--	10	18	--	22	27	--	56	47	--	12	8
Female	92	1333	37099	96	99	100	474	572	548	24	5	8	28	14	22	46	73	64	1	8	6
Male	81	1403	38441	99	99	99	468	543	513	27	9	16	46	22	29	24	64	52	3	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	143	535	29305	99	98	99	457	508	507	31	17	16	37	29	31	31	51	51	2	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	NC	37	4707	NC	93	100	NC	533	492	NC	13	19	NC	22	33	NC	59	46	NC	6	1
White	13	1989	35760	76	99	99	548	568	550	0	5	9	25	15	21	67	73	64	8	7	6
Students with Disabilities	12	369	9706	100	100	100	412	486	462	56	22	36	33	31	32	11	46	31	0	1	1
Students without Disabilities	163	2379	65967	98	98	99	477	564	536	23	5	10	36	17	25	38	70	60	3	7	5
Limited English Proficient Students	120	269	15115	100	88	100	428	457	471	40	30	26	40	42	38	19	28	35	0	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	152	800	35541				467	511	504	26	15	17	38	29	31	34	54	50	3	2	2
Non-Economically Disadvantaged	23	1948	40091				512	574	550	21	4	9	21	15	21	57	73	64	0	8	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	63	47	--	--	65	52	81	23	NA	56
	Language	--	--	59	45	--	--	60	48	98	27	63	52
	Mathematics	--	--	65	52	--	--	69	57	98	32	72	61
5	Reading	--	--	62	46	--	--	64	50	95	20	NA	55
	Language	--	--	57	43	--	--	58	46	99	19	60	49
	Mathematics	--	--	68	54	--	--	69	57	99	28	72	63
6	Reading	--	--	65	49	--	--	67	53	98	26	NA	56
	Language	--	--	59	42	--	--	60	45	99	22	61	48
	Mathematics	--	--	73	58	--	--	74	62	99	38	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Student Transition and Promotion
1 Non-certified Employee(s)	Ü Parental Involvement
2 Teacher(s)	Ü Community Involvement
2 Parent(s)	Ü School Safety
1 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2004-05			
Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	3.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	3	6	0	0
7 to 9 years	1	4	0	0
10 or more years	1	7	0	0

Highly Qualified (NCLB) & Core Academics	
Core academic teachers meeting the definition of Highly Qualified (NCLB):	39
Core academic classes taught by Highly Qualified (NCLB) teachers.	111
Teachers with Emergency Certificaton.	0

Resources Available at School Site
Special Facilities

- Ü Computer Lab
- Ü Stage and Auditorium

Extracurricular Activities
Ü Community Club
Ü 2 After School Dance Program
Ü Quest Mentoring Programs
Ü After School Homework Club
Ü Before School Homework Club

Social Services
Ü Valle del Sol/Parenting Group
Ü Social Worker
Ü Community Learning Center
Ü Patty Wallace, Homeless Liaison

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Split Palomino I and Palomino II into two separate sites to provide greater management of students and staff.
- ü Staffing Palomino II with outside resources such as two Americore volunteers, 21st Century Grant Community Learning Center, Valle Del Sol Parenting Group, Interfaith coalition, and Palomino Business Alliance.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 3-4	77	72
Grades 4-5	68	68
Grades 5-6	87	89

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Palomino II has zero tolerance for drugs/alcohol, gang activity, and weapons. Students are given classes on bullying and are taught acceptable social behaviors.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Manuel Ramirez	(602) 494-8000
Transportation Policy	Jeff Cook	(602) 493-6324
Community Resources	Karen Hearn	(602) 602-5209
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Manuel Ramirez	(602) 494-8000
Student Health/Nurse	Maria Rios	(602) 494-8000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (-). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.